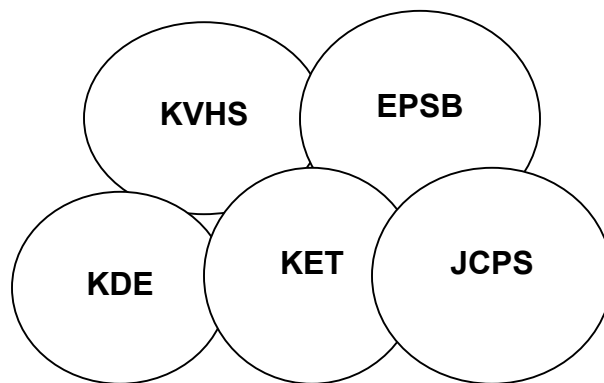


e-Learning Kentucky

Professional Development

Online



Partners:
Kentucky Department of Education
Kentucky Educational Television
Kentucky Virtual High School
Education Professional Standards Board
Jefferson County Public Schools



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e-LEARNING FOR EDUCATORS, funded through a \$4.6 million US Department of Education Ready to Teach grant, is a multi-state collaboration between nine state education agencies and associated public broadcast stations. e-Learning Kentucky partners, KET, the Kentucky Department of Education, the Education Professional Standards Board, and Jefferson County Public Schools offer high quality online professional development opportunities.

Check www.education.ky.gov/KDE for updates.

SCHOOL YEAR 2006-2007 IMPORTANT ONLINE PD DATES

FALL SESSION '06:

August 1 - Registration Opens
September 21 - Registration Closes, **5 p.m.**
September 18 – 24 - Get Ready to Learn
November 5 - Course Closes

SPRING SESSION '07:

November 1 - Registration Opens
January 15 - Registration Closes, **5 p.m.**
January 15 – 21 – Get Ready to Learn
March 4 – Course Closes

SUMMER SESSION '07:

April 1 – Registration Opens
June 14 – Registration Closes, **5 p.m.**
June 11 – 17 – Get Ready to Learn
July 29 – Course Closes

The KVHS course **SBDM New And Existing Member Training**, is always open.
Contact Bob.Fortney@education.ky.us for more details.

Schools and districts can request “custom” courses to help meet their unique professional development needs and schedules. A minimum of ten participants is required for a “custom” course. Contact Bob.Fortney@education.ky.us for more details



Frequently Asked Questions

Is there a certain "time" that the courses meet?

You can work on eLearning courses when YOU want 24/7. You are also able to work on your course ANYWHERE you can find a computer that has access to the Internet.

About how many hours a week does it take for a course?

Courses are open seven weeks total. Week One is get ready to learn week. Generally, participants spend two to four hours per week. Experience has shown us that 30% of the participants spend more time than they get credit for. When asked why, they reply, "I can use what I'm learning in my classroom tomorrow."

Is there a final project that's due or are there small ones along the way?

Not all courses have a final project, but most of our courses allow participants to do projects that create products or materials that can be used immediately in their classrooms.

Is there a way to see what a KVHS online PD course looks like before I register for one?

Go to the KVHS web site at <http://www.kvhs.org>. Click on the Professional Development & Collaboration window on the left hand side of the screen. On the blue horizontal tool bar select, "Demo Course." This will take you to a registration page. You must complete the information with a *. Please note you will not receive email as a result of registering. Now click "Submit." You will see a listing of demo courses. These sample courses are open for display; note that they are not interactive in this display mode, but they will give you a good look at how content is delivered and how the course tools are utilized. The course catalog links you to web sites to see both the EPSB and e-Learning Kentucky courses.

When the course description says "PD credits available 6 or 12 or 24 hours," how exactly is that determined?

The course catalog and syllabus give the number of PD and EILA hours for each course. These range from 6 to 24 hours. Some courses allow participants to select the number of hours they wish to receive. Participants can change the request during the course. Individual school policy dictates if these PD hours will be accepted at the local level.

What about payment for my course?

Due to the e-Learning Kentucky initiative and the KVHS budget, currently all courses are free to Kentucky public educators except for the SBDM training courses. Kentucky non-public educators and out-of-state educators are welcome to register for courses at a cost recovery fee of \$50.00 per online course. Invoices to either an individual or a school are

sent out after midterm. At this time we do not accept credit card or “e” payment but do accept school purchase orders.

Do I have to learn alone?

You are never alone in an e-Learning Course! Courses offer interactivity between participants and facilitator and encourage sharing and professional collaboration. Sometimes a group of three or four teachers in a building or district might form a study group. Several schools have used their Technology Resource Teachers to partner with two to four teachers in online courses addressing technology integration.

e-Learning Kentucky Online Professional Development Fall Session 2006

**September 18 – November 4
Interest Areas**

➤ **Administrators & Support Personnel**

- ‡ Community and Family
- Data Based School Reform
- € Kentucky Principal Test and Study Guide
- ‡ SBDM New and Existing Member Training

➤ **Diverse Learners**

- ‡ Getting Started in the Special Education Classroom
- Special Students in the Regular Classrooms: Technology, Teaching & Universal Design

➤ **English Language Arts**

- ‡ Reading First 1 – Building Blocks: Introduction to Effective Reading Instruction
- ‡ Reading First 2 – Reading Fluency: What, Why, and How?
- ‡ Reading First 3 – The Explicit Teaching of Comprehension
- ‡ Reading First 4 – Providing Effective Phonics Instruction
- ‡ Reading First 5 – The Explicit Teaching of Phonemic Awareness
- ‡ Reading First 6 – Enhancing Vocabulary Instruction
- ‡ Reading First 7 – Integrating Reading and Writing Instruction

➤ **English Language Learners**

- Instructional Approaches for Teachers of ELL

➤ **General**

- € CEO: Building the Plan
- Differentiating Instruction to Accommodate Learning Styles
- € KTIP Committee Training Online
- € KTIP Face-to-Face Training Homework
- € New to Kentucky Teacher Orientation
- Mentoring Virtual School Students
- ‡ SBDM New and Existing Member Training
- € Substitute Teacher Orientation
- Transforming the Classroom with Project-Based Learning

➤ **Library and Media**

- ⌘ Library Media Center Program and Services

➤ **Mathematics**

- ✕ Getting Ready for Algebra by Using Virtual Manipulatives
- ⌘ Enhancing the Elementary Math Classroom Using Technology

➤ **Science**

- ⌘ Earth Science Content and Activities
- ⌘ Enhancing the Science Classroom with the World Wide Web
- ⌘ Space Science Content and Activities for Educators

➤ **Social Studies**

- ⌘ Enhancing the Social Studies Curriculum Using Technology

➤ **Technology**

- ☐ Approaches and Tools for Developing Web-Enhanced Lessons
- ☐ Designing a Virtual Field Trip
- ☐ Finding the Best Educational Resources on the Web
- ⌘ Integrating PowerPoint Across the Curriculum
- ⌘ Using KET EncycloMedia
- ☐ Using Technology to Support Research and Presentation

Providers

(€) **Education Professional Standards Board**

CEO: Building the Plan
KTIP Committee Training Online
KTIP Face-to-Face Training Homework
KY Principal Test and Study Guide
New-to-Kentucky Teacher
Substitute Teacher Orientation

(□) **E-Learning Kentucky**

Approaches and Tools for Developing Web-Enhanced Lessons
Data Based School Reform
Designing a Virtual Field Trip
Differentiating Instruction to Accommodate Learning Styles
Finding the Best Educational Resources on the Web
Getting Ready for Algebra by using Virtual Manipulatives
Instructional Approaches for Teachers of ELL
Mentoring Virtual Students
Special Students in the Regular Classrooms: Technology, Teaching & Universal Design
Transforming the Classroom with Project-Based Learning
Using Technology to Support Research and Presentation

(⚡) KVHS Online Professional Development

Community and Family Engagement
Earth Science Content and Activities for Educators
Enhancing the Elementary Math Classroom Using Technology
Enhancing the Science Classroom with the World Wide Web
Enhancing the Social Studies Curriculum Using Technology
Getting Started in the Special Education Classroom
Integrating Power Point Across the Curriculum
Library Media Center Programs and Services
Reading First 1 – Building Blocks: Introduction to Effective Reading Instruction
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Reading First 6 – Enhancing vocabulary Instruction
Reading First 7 – Integrating Reading and Writing Instruction
SBDM New and Existing Member Training
Space Science Content and Activities for Educators
Using KET EncycloMedia

e-Learning Kentucky

Professional Development Offerings

Fall 2006

September 18 – November 5

Approaches and Tools for Developing Web-Enhanced Lessons

- **Audience:** Administrators, Instructional Supervisors and Teachers at all grade levels
- **Contact Hours:** 24 PD or EILA hours. Note: Individual school policy dictates if these PD/EILA hours will be accepted at the local level.
- **Description:** In this course, participants will gain hands-on experience using Web-based tools to develop collaborative, inquiry-based curricula. Participants will take an in-depth look at four Web-based curriculum formats including Hotlists, Treasure Hunts, Multimedia Scrapbooks, and WebQuests. Exemplary curricula in each format will be analyzed, critiqued and evaluated for applicability to participants' own classroom needs. Participants will leave the course with detailed plans for developing web-enhanced lessons for their own curricula.
- **For more information:** <http://edtechleaders.org/syllabi/workshops/webenh.doc>
- **Register:** http://www.education.ky.gov/web_collector/ELearning.htm
-

CEO: Building the Plan

- **Audience:** Rank II or Rank III Teachers seeking independent study route for rank change
- **Contact Hours:** No PD or EILA hours.
- **Cost:** Visit <http://www.kyepsb.net/certification/ceoption.asp> for cost
- **Description:** Building the Plan is Phase 1 of the Continuing Education Option (CEO) program. CEO supports Kentucky teachers in achieving Rank I or Rank II change through individualized, research-based plans. The complete CEO program is comprised of four phases and includes a free online CEO orientation.
- **Register:** <http://www.kyeducators.org>

Community and Family Engagement

- **Audience:** Principals, Guidance Counselors, School Social Workers
- **Contact Hours:** 6 or 12 PD or 12 EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Description:** In this course participants will discover ways for communities and schools to work together to help solve their problems. Each of the six components, students, families, community, volunteers, engagement, has a variety of resources and activities that will bring communities, families, students, and schools together in the learning process. Participants will discover ways for the components to work together to help solve problems and raise student achievement. Participants will understand diversity.
- **Register:** <http://www.kvhs.org>

Data Based School Reform

- **Audience:** Administrators, Instructional Supervisors and teachers at all grade levels
- **Contact Hours:** 24 PD or EILA hours. Note: Individual school policy dictates if these PD/EILA hours will be accepted at the local level.
- **Description:** Research indicates that effective school improvement plans should be based on careful analysis of school data. This course provides an introduction to the process of

using data to guide school reform. Course participants will review current data-driven decision-making theory; use technology to identify, gather, and analyze data for patterns and trends; examine the role of data in equity reform; and develop action plans in support of their school-based data.

- **For more information:** <http://edtechleaders.org/syllabi/workshops/data.doc>
- **Register:** http://www.education.ky.gov/web_collector/ELearning.htm

Designing a Virtual Field Trip

- **Audience:** K-12 teachers in all subject levels
- **Contact Hours:** 24 PD or EILA hours. Note: Individual school policy dictates if these PD/EILA hours will be accepted at the local level.
- **Description:** Teachers of all grade levels and subject areas will use Internet resources to design a "virtual field trip" for their students. Participants will become familiar with the strategies and resources that educators use to design these field trips, as well as tips and tricks to ensure their success. By the end of the course, participants will have designed effective and engaging student-appropriate virtual field trips that are aligned to state and national standards.
- **For more information:** <http://edtechleaders.org/syllabi/workshops/trip.doc>
- **Register:** http://www.education.ky.gov/web_collector/ELearning.htm

Differentiating Instruction to Accommodate Learning Styles

- **Audience:** K-12 teachers in all subject levels
- **Contact Hours:** 24 PD or EILA hours. Note: Individual school policy dictates if these PD/EILA hours will be accepted at the local level.
- **Description:** Every classroom is made up of individuals with diverse strengths, backgrounds, and approaches to learning. Understanding and responding to students' individual learning styles and needs can be a challenge for teachers. The World Wide Web contains a vast number of resources to assist teachers both in understanding the differences in their students' learning styles and in differentiating their instruction accordingly. Participants in this course will be introduced to learning theory related to learning styles and multiple intelligences, as well as web-based resources to assist teachers in both identifying students' learning styles and intelligences and engaging students in activities which best suit those styles and intelligences. Participants will become familiar with teaching strategies and tools targeted for each learning style and intelligence and develop a preliminary lesson plan using those strategies and tools.
- **For more information:** <http://edtechleaders.org/syllabi/workshops/diffinst.doc>
- **Register:** http://www.education.ky.gov/web_collector/ELearning.htm

Earth Science Content and Activities for Educators

- **Audience:** K-12 teachers and administrators
- **Contact Hours:** 12 or 24 PD or 12 EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Description:** Using different strategies to explore topics from the earth's interior to the atmosphere, participants will examine the nature of science. Participants will investigate the fundamental processes of all earth systems.
- **Register:** <http://www.kvhs.org>

Enhancing the Elementary Math Classroom Using Technology

- **Audience:** Elementary teachers, administrators, and instructional supervisors
- **Contact Hours:** 6 or 12 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Description:** Participants will learn ways to integrate various technology tools into their math curriculum. They will become familiar with Internet resources available for math enrichment, write an original technology-rich lesson plan, and share with other course participants. Participants will develop extensive resources and gain needed skills to better design, plan, and implement technology integrated lessons in their math curriculum. Participants will locate and evaluate extensive Internet resources, software templates, and other technology tools.
- **Register:** <http://www.kvhs.org>

Enhancing the Science Classroom with the World Wide Web

- **Audience:** 4th – 12th grade teachers and administrators
- **Contact Hours:** 6 or 12 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Description:** Participants will investigate and evaluate a variety of web resources for life, earth, and physical science topics. They will develop a personal library of web sites to use with students. They will discuss ways of using these Internet sites to teach Kentucky's Science Core Content, and they will plan ways to integrate these resources into their science curriculum.
- **Register:** <http://www.kvhs.org>

Enhancing the Social Studies Curriculum Using Technology

- **Audience:** K-12 Teachers and Administrators
- **Contact Hours:** 6 or 12 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Description:** Educators will explore a variety of web resources that will enhance the social studies curriculum. As participants complete this course, they will develop a personal library of web site which highlight primary source materials to use with students. The class will investigate resources for government and civics, culture and society, economics, geography and historical perspective. Class discussions will focus on ways of using these Internet sites to teach Kentucky's Social Studies Core Content.
- **Register:** <http://www.kvhs.org>

Finding the Best Educational Resources on the Web

- **Audience:** K-12 teachers in all subject levels
- **Contact Hours:** 24 PD or EILA hours. Note: Individual school policy dictates if these PD/EILA hours will be accepted at the local level.
- **Description:** The World Wide Web provides rich resources for educators, but they are only useful if educators know what resources are there and how to find them. This course will provide teachers of all grade levels and subject areas the opportunity to explore the range of educational material available on the Internet and to learn time-saving skills to effectively search the Internet for useful curricular resources. Participants will become familiar with popular search engines, subject directories, web-based instructional tools, and educational listservs, and they will learn techniques to use each one appropriately and efficiently. The course will also examine the importance of critical evaluation of World Wide Web resources and consider how to develop evaluation skills in the classroom. Participants will leave the

course with a collection of selected World Wide Web resources appropriate for their own classroom use.

- **For more information:** <http://edtechleaders.org/syllabi/workshops/finding.doc>
- **Register:** http://www.education.ky.gov/web_collector/ELearning.htm

Getting Ready for Algebra by Using Virtual Manipulatives

- **Audience:** Administrators, Instructional Supervisors and Teachers at all grade levels
- **Contact Hours:** 24 PD or EILA hours. Note: Individual school policy dictates if these PD/EILA hours will be accepted at the local level.
- **Description:** Teachers will learn to use virtual manipulatives to help their students get ready for algebra. Participants will explore the 17 Algebra Readiness indicators developed by the SREB (Southern Region Education Board) and ETS (the Educational Testing Service), including the five "process" indicators and the twelve "content and skills" indicators. Participants will learn how they can use virtual manipulatives and other technologies to help their students gain proficiency in order to be successful algebra students. Participants will complete a technology enhanced classroom project for their students that is aligned to NCTM, state standards and SREB Algebra readiness indicators.
- **For more information:** <http://edtechleaders.org/syllabi/workshops/algebra.doc>
- **Register:** http://www.education.ky.gov/web_collector/ELearning.htm

Getting Started in the Special Education Classroom

- **Audience:** K-12 Probationary, Emergency, and/or first-year Certified Special Education Teachers
- **Contact Hours:** 6 or 12 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Description:** Designed for the teacher who has not been in the classroom before, this course will assist and support the Special Education Teacher in developing the skills necessary to set up a classroom, to create a learning community within the classroom, to provide appropriate instruction, and to learn about and implement special education laws and regulations related to students with individual education plans.
- **Register:** <http://www.kvhs.org>

Instructional Approaches for Teachers of ELL

- **Audience:** K-12 teachers in all subject areas
- **Contact Hours:** 24 PD or EILA hours. Note: Individual school policy dictates if these PD/EILA hours will be accepted at the local level.
- **Description:** Teachers will learn how they can more effectively include, instruct and nurture students whose native language is not English. Educators of all grade levels and subject areas will learn strategies and instructional approaches to help ELL students access all aspects of the curriculum. The content covered in this course will help teachers learn to apply the ELP (English Language Proficiency) Standards to their classroom instruction, build their knowledge about second language acquisition, and inform them of strategies that will help them to provide English Language Learners with a safe and accepting environment in which to learn so that they can excel academically. This course will also highlight the many ways that technology can be used to help ELL students access curriculum materials. Participants design their own lessons and activities that take advantage of available technologies to more effectively reach all students.
- **For more information:** <http://edtechleaders.org/syllabi/workshops/ell.doc>
- **Register:** http://www.education.ky.gov/web_collector/ELearning.htm

Integrating PowerPoint Across the Curriculum

- **Audience:** K-12 Teachers
- **Contact Hours:** 6 or 12 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Description:** Designed for the novice or veteran user of PowerPoint, *Integrating PowerPoint across the Curriculum* will introduce educators to basic and/or advanced features of PowerPoint and how to integrate it across all content areas. Participants will review and evaluate PowerPoint resources, activities, and templates used by teachers and students. Participants will have the opportunity to complete this course as an independent study or with a teacher guide.
- **Register:** <http://www.kvhs.org>

KTIP Committee Training Online

- **Audience:** KTIP Committee members (Resource Teachers, Administrators, Teacher Educators)
- **Contact Hours:** 12 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Description:** Potential committee members will learn each aspect of the KTIP's comprehensive program of support for first-year Kentucky teachers. This facilitated online training addresses policies and procedures, mentoring, and scoring the Intern Progress Record (IPR).
- **Register:** <http://www.kyeducators.org>

KTIP Face-to-Face Training Homework

- **Audience:** KTIP committee members taking a face-to-face workshop
- **Contact Hours:** No PD or EILA credit offered. Required for KTIP committee members taking a face-to-face training
- **Description:** This module prepares learners for the face-to-face KTIP Committee Member training at a college of university and assures that all KTIP committee members are familiar with 16 KAR 7:010 and the *KTIP Guide and Assessment Handbook*.
- **Register:** <http://www.kyeducators.org>

KY Principal Test and Study Guide

- **Audience:** Kentucky Principal Candidates
- **Contact Hours:** No PD or EILA credit offered. Required for anyone taking the Kentucky Principal Test
- **Cost:** \$80
- **Description:** Kentucky Principal Test Study guide offers Kentucky principal candidates the opportunity to prepare for the Kentucky Principal Test.
- **Register:** www.kyeducators.org

Library Media Center Programs and Services

- **Audience:** K-12 Library Media Specialists
- **Contact Hours:** 6 or 12 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Description:** Including the components of Mission, Reading, Information Literacy, Collections, Evaluation, and Proficiency, the course presents an overview of several library media program elements that positively affect student achievement. Participants will discover the elements of an effective library media program. The course objectives include learning about the connection between the district/school mission and the LMC program, evaluating components of the LMC program and the roles of the LMS, recognizing the importance of

reading and resources on student achievement, and evaluating resources to correct weaknesses.

- **Register:** <http://www.kvhs.org>

Mentoring Virtual Students

- **Audience:** Teachers of Virtual Students
- **Contact Hours:** 16 PD or EILA hours. Note: Individual school policy dictates if these PD/EILA hours will be accepted at the local level.
- **Description:** Onsite and/or online mentors play a critical role in helping students feel comfortable in the online environment and work closely with the online instructor to address the specific learning needs of their students—both academic and technical. This four-week course includes an introduction to the online course environment, an overview to the diverse learning needs of online students, and specific training in the skills and techniques needed to effectively support students participating in online courses.
- **For more information:**
http://www.edtechleaders.org/programs/workshops/catalog.asp#vs_mentoring
- **Register:** http://www.education.ky.gov/web_collector/ELearning.htm

New-to-Kentucky Teacher Orientation

- **Audience:** first year Teachers, Teachers new to Kentucky, ROTC Instructors
- **Contact Hours:** 12 PD hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Cost:** \$90.
- **Description:** Participants will study key historical components of reform initiatives, Kentucky's system or assessment and accountability, and the state's Academic Expectations and Core Content Curriculum. This course provides clear, detailed descriptions of New and Experienced Teacher Standards and Kentucky's process for demonstrating professional growth.
- **Register:** <http://www.kyeducators.org>

Reading First 1 - Building Blocks: Introduction to Effective Reading Instruction

- **Audience:** K-3 Teachers, K-12 Special Education Teachers
- **Contact Hours:** 12 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Description:** The goal of this online professional development (PD) is to enhance Kentucky teachers' knowledge of effective scientifically based reading research practices that promote reading success. This course provides information about the five essential components of reading instruction (reading fluency, comprehension, phonics, phonemic awareness, and vocabulary) identified by the National Reading Panel (2000). Instructional approaches to teach all students to read, including English language learners and those who have difficulty learning to read, will be examined in this course. Although most appropriate for K-3 and K-12 Special Education Teachers, this course provides a basic understanding of reading instruction for any audience.
- **Register:** <http://www.kvhs.org>

Reading First 2 – Reading Fluency: What, Why and How?

- **Audience:** K-12 Teachers, Administrators
- **Contact Hours:** 12 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Description:** The goal of this online professional development (PD) is to enhance Kentucky teachers' knowledge of effective scientifically based reading research practices that promote

reading fluency, one of the essential components of reading identified by the National Reading Panel (2000). This course will assist schools and districts in delivering quality reading fluency instruction to their students.

- **Register:** <http://www.kvhs.org>

Reading First 3 – The Explicit Teaching of Comprehension Strategies

- **Audience:** K-12 Teachers, Administrators
- **Contact Hours:** 12 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Description:** The goal of this online professional development (PD) is to enhance Kentucky teachers' knowledge of scientifically based reading research practices that promote the use of comprehension strategies to ensure the ability to comprehend text, one of the essential components of reading identified by the National Reading Panel (2000). Teachers will learn how to implement comprehension strategies in their classrooms and analyze their instruction according to the guidelines of explicit instruction.
- **Register:** <http://www.kvhs.org>

Reading First 4 – Providing Effective Phonics Instruction

- **Audience:** K-12 Teachers, Administrators
- **Contact Hours:** 6 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Description:** The goal of this professional development (PD) is to enhance Kentucky teachers' knowledge of scientifically based reading research practices that promote the use of phonics to decode words. Phonics is one of the five essential components of reading identified by the National Reading Panel (2000). Teachers will be able to define phonics and its component parts, to use the phonics continuum, to assess students' skill in phonics application, and to plan for phonics instruction in an "explicit" and "systematic" way.
- **Register:** <http://www.kvhs.org>

Reading First 5 – The Explicit Teaching of Phonemic Awareness

- **Audience:** K-12 Teachers, Administrators
- **Contact Hours:** 6 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Description:** The goal of this professional development (PD) is to enhance Kentucky teachers' knowledge of scientifically based reading research practices to address phonological/phonemic awareness, one of the five essential components of reading identified by the National Reading Panel (2000). Teachers will explore the research, assessment tools, and instructional activities to improve the reading abilities of struggling readers.
- **Register:** <http://www.kvhs.org>

Reading First 6 – Enhancing Vocabulary Instruction

- **Audience:** K-12 Teachers, Administrators
- **Contact Hours:** 6 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Description:** The goal of this professional development (PD) is to enhance Kentucky teachers' knowledge of scientifically based reading research practices that focus on vocabulary development and how students acquire meanings and understandings of new words and concepts. Vocabulary is one of the five essential components of reading identified by the national Reading Panel (2000). The course will provide teachers with basic information regarding basic information regarding vocabulary instruction and assessment.

- **Register:** <http://www.kvhs.org>

Reading First 7 – Integrating Reading and Writing Instruction

- **Audience:** K-12 Teachers, Administrators
- **Contact Hours:** 6 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Description:** The goal of this online professional development (PD) is to enhance Kentucky teachers' knowledge of scientifically based research practices that focus on integrating reading and writing instruction. This course is an introduction to the three types of writing: writing to learn, writing to demonstrate learning, and writing for authentic purposes. Strategies for teaching the three types of writing and the analysis of student writing will be addressed in this course.
- **Register:** <http://www.kvhs.org>

SBDM New And Existing Member Training

- **Audience:** New SBDM Council Members Experienced SBDM Council Members, individuals interested in running for SBDM councils
- **Required New SBDM Member Training Credit:** Participants receive 6.0 hours of New SBDM Council Member required training credit, or 3.0 hours of training for Experienced Council Member training credit.
- **Cost: \$70** If a council wants to take the online course together, each member must register individually, for a total cost of \$250. (Maximum 6 council members – larger councils can register at an additional cost.)
- **Course Description:** School councils in Kentucky are responsible for setting policies and making decisions that impact the whole school. This course will meet the basic requirements in KRS 160.345 for new SBDM council members, and provide an opportunity for deeper study and follow up as needed by each participant. Participants will understand school councils, learn effective SBDM practices, understand KY system of school assessment and accountability, and understand the tools available to KY schools to improve student achievement.
- **Register:** <http://www.kvhs.org>

Space Science Content and Activities For Educators

- **Audience:** K-12 Space Science Teachers
- **Contact Hours:** 12 or 24 PD or 12 EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Description:** This course will examine the nature of science and use different methods to explore topics from how the universe was formed to the ever changing earth, sun and moon system. Participants will investigate the motions that govern the universe along with the details of our solar system. Participants will have an opportunity to master key Earth/Space science concepts. The course curriculum will focus on the unifying concepts and processes of the *National Science Education Standards* and promote the development of students' inquiry skills (e.g., making observations; posing questions; examining sources of information; using tools to gather, analyze, and interpret data; proposing answers, explanations, and predictions; communicating results). Participants will include student investigation of science and career topics.
- **Register:** <http://www.kvhs.org>

Special Students in the Regular Classrooms: Technology, Teaching & Universal Design

- **Audience:** K-12 Teachers, Instructional Supervisors, and Administrators
- **Contact Hours:** 24 PD or EILA hours. Note: Individual school policy dictates if these PD/EILA hours will be accepted at the local level.
- **Description:** Universal Design for Learning (UDL) is a new approach to teaching, learning and the development of curriculum and assessment that draws on current brain research and new media technologies to respond to individual differences. UDL curricula, teaching practices, and policies are inherently flexible and therefore may reduce the demand on educators to develop and implement modifications and accommodations to meet individual differences within general education learning environments. This course will acquaint participants with UDL principles and provide practical, hands-on experience using software tools and digital media to support learning. Participants will explore how these tools can be incorporated into classroom practice and begin preliminary steps to design an approach to integrate these concepts into their schools/districts.
- **For more information:** <http://edtechleaders.org/syllabi/workshops/udladmin.doc>
- **Register:** http://www.education.ky.gov/web_collector/ELearning.htm

Substitute Teacher Orientation

- *Audience:* **Coaches, New Substitute Teachers, ROTC Instructors**
- **Contact Hours:** 12 PD hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Cost:** \$90
- **Description:** Participants will become familiar with essential aspects of school policies and recommended procedures governing substitute teaching in Kentucky.
- **Register:** <http://www.kyeducators.org>

Transforming the Classroom with Project-Based Learning

- **Audience:** K-12 Administrators, Instructional Supervisors and Teachers
- **Contact Hours:** 24 PD or EILA hours. Note: Individual school policy dictates if these PD/EILA hours will be accepted at the local level.
- **Description:** This course is designed to familiarize participants with the principles of Project-Based Learning (PBL) and strategies for implementing PBL projects in their classrooms. Throughout this six-week course, exemplary projects will be analyzed, critiqued, and evaluated for applicability to participants' classroom needs. Participants will gain hands-on experience developing collaborative, inquiry-based projects that support their curricular goals. Participants will learn to blend PBL and standards-based design strategies to create curriculum units that enhance student learning. Each participant will leave the course with a detailed plan for a PBL project.
- **For more information:** <http://edtechleaders.org/syllabi/workshops/data.doc>
- **Register:** http://www.education.ky.gov/web_collector/ELearning.htm

Using KET EncycloMedia

- **Audience:** K-12 Teachers
- **Contact Hours:** 6 or 12 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Description:** This course will help teachers learn their way around KET EncycloMedia, the Kentucky Educational Television delivery shell for content provided by KET, United Streaming, and teachers. Through a hands-on approach, with equal time spent in KVHS, and in KET EncycloMedia, participants will explore this rich resource of instructional materials in addition

to its excellent collection of media and images. Since this course focuses on materials which directly support instructional practice, participants will design a unit of study that they can implement in class during or immediately after this course.

- **Register:** <http://www.kvhs.org>

Using Technology to Support Research and Presentation

- **Audience:** K-12 Teachers
- **Contact Hours:** 24 PD or EILA hours. Note: Individual school policy dictates if these PD hours will be accepted at the local level.
- **Description:** In this course, participants will explore technology tools and resources that can support research and presentations across all subject areas at the middle and high school levels. Participants will learn about electronic tools to support brainstorming and concept mapping, locating relevant information resources, organizing and analyzing information, and preparing presentations and reports. By the end of the workshop, participants will have completed a plan that guides students through the research process and includes strategies for integrating technology into each phase of the research process, as well as a rubric for evaluating student presentations.
- **For more information:** <http://edtechleaders.org/syllabi/workshops/research.doc>
- **Register:** http://www.education.ky.gov/web_collector/ELearning.htm